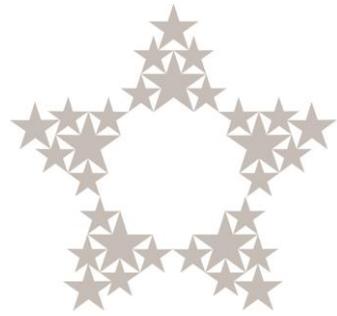


HOLDEN CLOUGH COMMUNITY PRIMARY SCHOOL



Holden
Clough
Community
Primary School

P.E POLICY

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SUMMER 2016

P.E Policy

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Mission Statement

Holden Clough nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. At Holden Clough we endeavour to support and promote excellence through PE whilst advocating healthy lifestyles and the opportunity for children to engage in regular competitive sport and activities, therefore developing competency in a broad range of PE. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education provides children with a better understanding of their bodies in action. It involves cognitive thinking skills, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To enable children to develop physically, cognitively and socially.
- To allow for development of physical literacy, including greater levels of agility, balance and coordination.
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions

- for different activities.
- To increase children's awareness of their own performance and how to better or improve this performance.
- To teach children about the changes that happen to our body during exercise and why these changes occur.
- To ensure children enjoy, understand, and realise the importance of physical activity both now and in throughout their lives.
- To create a sporting environment whereby children can express themselves, showing imagination and expression.
- To develop an understanding in children of how to succeed in a range of physical activities.
- Teach children 'British values' embedded by physical activity and sport such as fair play and respect.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our prime objective is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. We employ a wide range of ICT, allowing for teacher, self and peer assessment of performance through video playback. KAGAN strategies are central to our teaching, and due to the nature of these activities naturally lend themselves to physical education. Modelling is also pivotal in the teaching of physical education in our school. Staff wear a designated kit in line with that of the children's, and they also model movements prior to the children performing these. Other children will also be called on upon to model desired actions under the guidance of the teacher. All lessons include an element of competition which allows the children to compare their performance against others in their class.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 100m sprint;
- Employing the STEP (Space, time, equipment people) principal where applicable to differentiate learning tasks.
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
- no discrimination will occur because of sex, religion, race, culture or physical ability;
- Children are encouraged to value each other and work as a team in line with our school KAGAN policy.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have then adapted this scheme of work to meet our needs as a school well still developing a high level of competency when it comes to physical education and sport.

- Swimming and water safety is taught in both Year 3 & 4 with both classes accessing provision over the course of two consecutive half terms each .
- In Key Stage 2 we teach compulsory dance, games and gymnastics, and have also this year introduced athletics.
- In Key Stage one, compulsory dance, gymnastics and games are all taught in addition to athletics which as mentioned above we have decided to introduce this year.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term curriculum map outlines PE activities and the various different sports to be undertaken by each class each half term. This is decided by the PE Coordinator in consultation with the head, taking into account facility availability (hall, studio, field and playground areas) and also predicted weather conditions for the particular time each year. .

3.3 Our medium-term plans are taken from the Val Sabin Scheme of Work, whereby comprehensive teaching guides are provided for the compulsory units of physical education outlined above.

3.4 Short term planning is also conducted by the PE coordinator who provides learning objectives and differentiated (gold, silver, bronze) success criteria for all children. These objectives are in conjunction with the detailed individual lesson plans again taken from the Val Sabin scheme of work. Staff are encouraged to alter parts of this planning to meet the needs of their particular class, and regular consultations take place between the PE coordinator and class teachers as to the effectiveness of PE lessons.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. At this stage, we place a huge emphasis on physical literacy, developing confidence and control of the way they move, and the way they handle equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We also introduce them to gymnastics and dance to hopefully ensure future competence in these areas.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe their actions during lessons, evaluating these movements and suggesting improvements.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. We break down skills in each of the four compulsory areas by using a wide range of video playback tools which children are then able to compare with their peers. We also use a wide range of iPad applications which allows for quick and easy designation of teams, recording of times/scores and employment of various collaborative learning techniques. (KAGAN selector tools)

5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities for children to develop socially and spiritually as well as physically. Collaborative learning allows children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 Teaching PE to children with special needs

6.1 Our teaching of PE is fully inclusive and we make modifications where applicable to ensure all children, whatever their ability, take part as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

7 Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their

lessons. At the end of a unit of work, teachers make a judgement against key performance indicators for a child's social, physical and cognitive development in line National Curriculum levels of attainment. They record this information on a half termly assessment sheet which allows them to establish where a particular child is in accordance to age related expectations as outlined by the schools package, 'Target Tracker.' Future work for children depending on the perceived attainment level they are working at can then be altered accordingly. This information is then passed on to the PE coordinator who is able to assess whether further intervention is needed to either ensure the child meets age related expectations by the conclusion of the year, progress is maintained, or indeed gifted and talented children are continually stretched or challenged. On the conclusion of each year, the PE coordinator will input the child's attainment level on Target Tracker taking into account how they have performed in each of the compulsory units. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

7.2 The PE subject leader keeps written, photographic and video evidence of children's work (in a portfolio on an i-pad). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.

8 Resources

8.1 As a school, we have invested heavily in PE equipment to ensure there is a wide range of resources to support the teaching of PE across the school. We keep most all of our PE equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

9 Health and safety

9.1 In this particular subject we place particular emphasis on health and safety. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. There is no jewellery is to be worn for any physical activity and trainers must be worn. In the event of no kit or trainers children will be given a spare school PE Kit and it will be at the teachers digression to determine whether the child's school shoes are suitable for physical activity.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting

colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader should manage their time effectively and is given regular management time in order to review evidence of the children's work and undertake lesson observations of P.E teaching across the school. The PE subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

11 Extra-curricular activities

11.1 The school provides a wide range of PE-related activities for children of all ages and abilities at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures/competitions against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

11.2 It is the responsibility of the class teacher to provide an appropriate P.E. curriculum in a safe environment.

11.3 The leadership team's role is to encourage good practice and to ensure that the P.E. policy is being followed by staff.

Coordinator:

Date discussed with staff:

Date Approved Governors:

Date of review: Summer 2017